

## Quality Counts Peer Reviewer Rubric → Vanguard Collegiate Grades 5-8 (Yr 1= Grades 5-6; Year 2 = 5-7; Yr 3+ = 5-8)

### NEW Charter School, Opens Aug. 1, 2018

The Quality Counts grant is competitive. A team of expert peer reviewers with experience in school improvement, management and direct experiences with charter schools will review grant applications. Each application will be reviewed a minimum of two times and may include further adjustments or reductions after awards are made. The review of the applications will utilize the criteria listed within the rubric included in the request for proposals.

Proposals that receive higher scores increase their likelihood of approval and receipt of funding at the requested levels. Department staff shall conduct a final review of all applications to ensure the application was completed with fidelity and complies with all requirements. Department staff shall determine the final budget for each subgrant recipient and will determine whether proposed activities are reasonable, allocable, and necessary. If the page limit of the application is exceeded, reviewers may reduce the total score by up to 10%.

**Pre-Requisites Satisfied:** NOT APPLICABLE: NEW SCHOOL

1. Accountability Grade:
  - a. Accountability Grade of A or B
  - b. Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state average)
2. No Corrective Action in the following Categories:
  - a. Student Safety
  - b. School Finance
  - c. Operational Management
  - d. Statutory/Regulatory Compliance in Least Restrictive Environment and English Language Learner areas
3. School is not identified for Targeted Support and Improvement and meets subgroup needs through demonstrated success in significantly increasing student academic achievement, including graduation rates, for all students served by the charter school:
  - a. Economically disadvantaged
  - b. Major Racial and ethnic groups
  - c. Students with disabilities
  - d. Students with limited English proficiency

Peer Reviewer Instructions: The peer reviewer shall determine the band that best fits the holistic evaluation of each section in the grant narrative and then determine the strength within that band to arrive at a score. The peer reviewer shall provide a comment if a 0, 1, or a 6 is assigned.

Optional Competitive Preference Priority 1 (CPP1):  
Early Childhood, **Postsecondary**, and/or Rural Areas

0	1	2	3
Not included in the application; model will not focus upon any of the priority areas	Area of focus is indicated, but expected targets and outcomes, and specific populations are not mentioned.	Area of focus is clearly defined, expected targets and outcomes are described, specific populations are mentioned.	Area of focus is clearly defined, expected targets and outcomes are clearly described and supported by qualitative or quantitative data or specific measurable and assessable goals. Unique populations are clearly defined and described quantitatively and qualitatively.
<p>Comments: <b>SCORE 3</b></p> <p>Page p 11 of Proposal</p> <ul style="list-style-type: none"> <li> <p><i>Area of Focus:</i> Vanguard Collegiate is a middle school (Grades 5-8) focused on ensuring that scholars <b>exit Gr 8 with appropriate skills/abilities to place them on the right path toward college and career readiness</b>. (Although grade levels served preclude postsecondary programming, e.g., dual credit, Vanguard's <b>focus is on postsecondary readiness</b>).</p> <ul style="list-style-type: none"> <li>Each scholar must complete <b>individual success plan for MS, HS and college</b></li> <li>Plan mirrors details/information required in the college application process</li> <li>Plans will include any certifications or awards student earns; assessment results and evidence of participation in extra-curricular activities, community volunteer &amp; leadership experience.</li> <li>Each plan also includes: a <b>map of the classes they need to take in HS to graduate on time with an honors diploma</b>; a chart of supplemental programs they should access; and basic info about the student's top five college choices.</li> <li>Each student is placed into a <b>cohort</b> that is <b>named after a college or university</b>. Vanguard's middle school students will have opportunities to <b>visit college campuses</b> and participate in <b>college tours</b> – just like HS students.</li> </ul> <p><u>Charter Application, p.5</u></p> <ul style="list-style-type: none"> <li>Prioritized focus on <b>literacy and math</b>, so students are set up for success, <b>regardless of the academic gaps with which they arrive</b>. Scholars will be equipped for post-secondary education and subsequent life success regardless of race, socio-economic status, family educational attainment level, or zip code.</li> <li>Scholars' <b>level of mastery</b> will <b>consistently exceed city (IPS) and state assessment averages</b>.</li> <li><b>Core values:</b> Team, Hard Work, Integrity, Nobility, and Knowledge (THINK). THINK core values will guide students and staff in all aspects of school life – beginning with morning motivation and reinforced throughout the school day &amp; year.</li> </ul> </li> <li> <p><i>Expected Targets &amp; Outcomes:</i> Charter School Application, p 40 (as referenced on p 16, Education Plan)</p> <ul style="list-style-type: none"> <li>The School's <b>Goal #6: Students demonstrate high school and college readiness</b>, as measured by: <ul style="list-style-type: none"> <li>90% of students graduate from HS (based on State's four-year grad rate)</li> <li>90% of students who attend two years or more will enroll in post-secondary institutions or be employed within five months of graduation (includes military service)</li> </ul> </li> </ul> </li> <li> <p><i>Unique Populations Clearly Defined:</i> <u>p.5 Charter Application</u> – Challenges concerning <b>quality education access</b> for all students and <b>chronic student academic performance gaps</b> (particularly for African American, Latino and impoverished families) are high in the targeted Indianapolis 46222 zip code. (For this attendance area, the <b>applicant defines needs</b>, e.g., income &amp; educational attainment levels, unemployment rates, average household income, ethnicity demographics, etc.). The composite of schools available to 46222 residents and their rates of academic failure (2015 all eight schools, including three charter schools, earned failing grades (with a 52% passage rate at the highest). Only two earned an "A" (Cold Spring and Ernie Pyle #90). While there are three K-8 schools in the areas, there are <b>no stand-alone middle schools</b> in 46222. There are no college preparatory middle school options for students in zip code 46222 – nor any A-rated middle school options. (Zip code 46222 includes the high-need Indianapolis Haughville community.)</p> </li> </ul>			

# 1. Charter School Vision and Expected Outcomes:

0	1-2	3-4	5-6
No description provided or cited.	Charter School vision included, no clear indication of community need/community communication, curriculum framework mentioned but not expanded upon, no clear description of how educational program will meet Indiana's academic standards or how students will develop 21 <sup>st</sup> Century skills, nor a clearly defined sustainability plan beyond the life of the grant.	Charter school vision included, community need and communication plan outlined. Curriculum framework, key instructional practices, and curriculum development guide outlined. Methodology for the proposed program to reach all learners is explained. A plan for how students will develop 21 <sup>st</sup> Century skills is present and a sustainability plan post-grant is outlined.	Charter school vision is fully developed and described, evidence to support community need for this program is clearly defined and presented, and a communication plan is clearly described. Curriculum framework, key instructional practices, and research to support the usage of these is clearly articulated. Specificity is used to demonstrate how the proposed program will support all students in meeting/exceeding Indiana's academic standards. The program's ability to help prepare students for college or develop 21 <sup>st</sup> Century skills is clearly defined. A sustainable, viable plan is articulated to continue the program beyond the life of the grant.

Comments: **SCORE 6**

Page 13+ of Proposal

- Vision Fully Developed/Described:*

By end of Grade 8, scholars will be equipped for post-secondary & subsequent life success. They will act like "Vanguards" – leaders in thought, word & action (Charter Application explicitly details the culture and expectations of all students – and all staff – in the educational experiences anticipated at this school). Rigorous curriculum that addresses deficiencies and accelerates learning (to grade level standards); meaningful and quality instruction – with a clear scope & sequence leading to a college prep HS course of study (including a values-focused character development ... with those daily, class-by-class, protocols firmly established in the Charter Application). Vanguard will focus on 21<sup>st</sup> century skills and clearly-define core values (THINK) that drive the school, every day, in every classroom, and in every lesson.
- Community Need Defined/Presented & Communication Plan:* p.14 Proposal

High levels of community needs described in IPS area (zip code 46222), and articulated by reviewer in previous section. Vanguard commits to targeting 46222 zip code and they have used a broad range of strategies to ensure community awareness and gather input. Over the past year, Vanguard Collegiate (VG) worked to inform community members via community-based events; creating partnerships with local organizations & churches; neighborhood canvassing, and providing info sessions in partnership with local organizations, e.g., Christamore House, The Mary Rigg Center; Haughville Library; and Haughville Neighborhood Association). These entities received info and are assisting VG in student recruitment. Community orgs provided Letters of Support (Attachment 9 of Charter Application). VG does not see itself as doing something TO the community. Instead, they will be seen as a charter school that does something positive WITH and FOR the community.
- Curriculum Framework/Key Instructional Practices/Research-based:* p 16 Proposal & Pages 18-25 of Charter Application

VG will operate a classroom-based model (with two 5<sup>th</sup> grade classrooms and two 6<sup>th</sup> grade classrooms in Year 1, i.e., 2018-19). Each year, another grade added, to reach the envisioned 5-8 grade-span. When this happens, the Lower Academy will house 5<sup>th</sup> & 6<sup>th</sup> and the Upper Academy 7<sup>th</sup> and 8<sup>th</sup>.

  - Lower Academy: focuses on building academic foundations and scholar enculturation
  - Upper Academy: scholars are focused on proficiency, mastery, higher order thinking skills, and HS prep

To matriculate students at performance levels that rival those of the best schools locally and nationally:

  - High quality instruction of rigorous college prep curriculum, aligned to Indiana Academic Standards
  - Longer school day** (8.5 hours) **and year** (185 days) with expanded time for learning.
  - Prioritized focus on literacy & math evidenced by **160 minutes of ELA** and **110 minutes of Math** instruction, **daily**, for all 5-8 students
  - Weekly progress reports, biweekly phone calls and monthly schoolwide family events will ensure consistent

- communication with families.
  - Blended instruction models will be used in ELA & Math classrooms – where students rotate from computer-based individualized programs to small group targeted instruction, to independent work time. (1:1 lap tops and in addition to ELA and Math blocks, a **daily Power Hour** grounded in software/curriculum such as LC Mange, Nexus, and Compass Analytics & Tracking)
  - Co-curricular classes (including Coding) allow students to discover their interests and passions, while preparing them for secondary education.
- Support for All Students/Meet IN Academic Standards:*  
Extended school day and year (**approximately 25 more days of instructional time than in a traditional public school district**). Priority focus on ELA & Math with 160 minutes daily for literacy and 110 daily for Math. Blended learning (student engagement—and a vehicle for working “where they are” to ensure they catch up or accelerate learning). Also provides immediate feedback and allows VG to meet diverse learning needs (students with disabilities, EL). Rotation model (small group instruction, blended learning, tutoring, and differentiated instruction) support individual needs.
- Truly unique focus on Character Development** (Charter Application) establishes embedded practices and procedures (for students AND staff) to support VG’s core values (THINK). VG offers a **highly structured** school culture -- with clearly-defined routines, & high expectations. This intentional character development supports growth necessary for success beyond middle school. Values are TAUGHT and celebrated schoolwide – and they are central to their discipline, rewards and consequences systems. (**See Charter Application**, p 27 for a “*Typical Student Day*,” and p.29 for a “*Typical Teacher Day*.” Worth the read.)
- Students’ Service Learning and **Capstone Project** (required for every student) begin in Grade 6 and culminates in Gr 8. Students learn the impact of supporting their community through policy, advocacy and community development (building knowledge, skills and character). Partner organizations are invited into the school to “pitch their community needs” to student groups. Students are then empowered to make specific, positive, observable and sustainable changes in their community (all the while learning real-world skills and tackling challenges viewed as important within their own neighborhoods).
- Every student completes a **College Preparedness Plan** (previously articulated by reviewer in Section 1).
- Will use a **full-inclusion process** whenever possible by maximizing accommodations and minimizing modifications. FAPE will be ensured; IEP development – or implementation for those with existing IEPs. (VG’s **Student Supports Coordinator will be dually-certified** in special education and teaching English as a second language – supporting general education teachers to meet student needs.)
- RtI** (multi-level approach) relies on effective instruction/universal screening of *all* students in the general classroom (Tier 1). Tiers 2 & 3 provide interventions at increasing levels of intensity to support those struggling academically or behaviorally.
- ELL program** will comply with Federal laws/regulations, providing EL students with instruction to acquire and master English academic language skills. EL students held to same academic & behavioral expectations. Sheltered English Immersion Model (SEI) will support all core academic teachers (along with Student Success Coordinator and school leadership). VG will identify potential ELs, assess their needs for EL services, develop & implement a program specific to their needs; and assess the success of efforts and, as needed, modify their approach.
- Ability to Prepare Students for College OR Develop 21<sup>st</sup> Century Skills:*  
Fully described and embedded throughout. Page 22 of Proposal also notes VG’s use of instructional tools, such as the Socratic Method, research projects, inquiry-based learning and discussion in courses. One of VG’s co-curricular courses will be “Critical Thinking” – starting with basic logic and deductive methods (beginning in Gr 5); community-based service learning (Gr 7); and exploring college and careers/identifying lifelong goals, discussing and researching the methods to achieve those goals (Gr 8). Blended learning strategies, with 1:1 laptops, where technology will be used creatively in the classroom to encourage and enhance research skills. Character Development (particularly around growing students’ employability, i.e., those “soft skills”).
  - A Sustainable/Viable Plan Articulated to Continue Program Beyond Grant Period:*  
p. 24 of Proposal: VG’s multi-year budget (not this proposal’s budget) was prepared using conservative revenue and expense assumptions (when possible), with support from financial experts. Each FY, budget reflects a positive operating income & growing fund balance so that the school can absorb unforeseen financial circumstances.
    - Most expenses in CSP budget reflect costs that will expedite expenses they would otherwise have incurred in later years (e.g., Hiring the Dean of Culture in Year 1)
    - Applicant provides a variety of strategies for meeting the school’s budget requirements with – or without—CSP funding.
    - VG will explore supplemental revenue opportunities (outside grants and fundraising).

## 2. Expertise of Charter School Developers:

0	1-2	3-4	5-6
No description provided or cited.	Key Personnel are identified. Data and analysis to support the program are vaguely described. No evidence that the proposed program will deliver strong growth and student achievement is presented. No analysis is presented.	Key Personnel are identified and described. Data and analysis that support the program are described. Some connections are made between the data and the program's ability to deliver academic growth and student achievement. Analysis is present but does not reference school's Annual Performance report from DOE Compass.	Key Personnel are identified and their qualifications are clearly described and relevant to the proposed program. Data and analysis that support the ability of the proposed program or replicated program are presented and demonstrate clear evidence that the proposed program will deliver strong academic growth and student achievement. Analysis references school's Annual Performance report from DOE Compass or similar report.

Comments: **SCORE 6**

Page 26 of Proposal (and Charter Application, pages 10-18)

Starting in October 2016, Robert Marshall began to assemble the Founding Team (described below). Since December 2016, group has met monthly, engaged in extensive community outreach and contributed to and reviewed the charter application. Board ultimately will consist of at least seven (7) and not more than 15 members. All will be Indiana residents—and at least 60% will reside in the county where current students at the charter school reside.

The established founding members consist of high-capacity, proven community leaders who have worked in and/or have experience and expertise in education, finance & accounting law, governance, facilities & real estate, community outreach, strategic planning, technology, executive leadership, and marketing & communications.

Founding Team: Includes nine stakeholders, with eight serving on the Governing Board and one as the Founding Executive Director (Robert Marshall).

*Key Personnel/Qualifications Relevant to Proposed Program:*

- **Robert Marshall, Lead Founder and founding Executive Director:** a Building Excellent Schools Fellow (BES). Indy native with deep concern for the achievement gap among youth, with goal to level the playing field. Held leadership positions in 100 Black Men of Indianapolis and the Boys and Girls Club of Indianapolis. An integral part of large fundraising initiatives, strategic plan development and management. Most recently worked as Senior Director of Programs at CLD (to foster advancement of minority youth as future professional business and community leaders). Educational degrees in political science and law; is a 2018 candidate for BA in Organizational Leadership and is pursuing MBA (grad work completed). As a BES Fellow, deeply studied and analyzed 40 high performing US urban charter schools and received extensive development in areas of organizational development, instructional design, charter accountability, and leadership. Completed a 5-week residency in school leadership at Freedom Preparatory Academy in Memphis, TN, focusing on teacher & school leader coaching, PD and financial management. Completed a 5-week residency at Milwaukee Excellence Charter School, WI, focused on lesson planning & execution, school systems (arrival, dismissal, transition, behavioral), curriculum alignment, student and family orientations, etc.

Notations, above, represent examples of relevant experiences of the founding school leader. On pages 17-18 (Charter App) *evidence of his accomplishments are detailed* for key areas critical to his role as Executive Director.

Luke Van de Walle, Director of Leadership Development with BES (a resident of Indy) will provide direct coaching and support to Mr. Marshall. (Van de Walle was founding Head of School at KIPP Delta College Prep, as well as the CAO for KIPP Delta).

- **Asia Barteel, HR Manager, Johnson Controls:** HR & Business Process Excellence Manager at Comcast. 10+ years HR, dealing with labor and employment law compliance, labor and employee relations, HR strategic planning, and executive professional and leadership development. Operations Director and Board Liaison for Bloom Project, Inc. (local non-profit where she created and managed program & events that support academic excellence for 200+ youth annually in the Indianapolis and Ft. Wayne communities).

Key Contributions to Board: HR and community engagement. Will also serve as founding Secretary and as member of the Governance and Facilities Committees.

- **Molly Chamberlin**, VP, Thomas P. Miller & Associates, an international consulting firm in Indy: Extensive background in evaluation, research, and policy in areas of K-12 and higher education. Currently oversees team of consultants who support State government entities, institutions of higher ed, non-profit orgs, and private businesses in research, evaluation, and economic development. Previously served as Chief Assessment & Accountability Officer for State of Indiana (promoting alignment across K-12, higher ed, and workforce with regard to accountability, assessment and data. Extensive research and program evaluation experiences (federal and State programs; for-profit and non-profit organizations).

Key Contributions to Board: Leadership, administration, curriculum, instruction, assessment, and performance management. Will serve as founding Board Chair and as member of Governance Committee.

- **Sibeko Jywanza**, Director of Food Justice at the Flanner House: Formerly program director for Marion County Youth Advocate Program, where he provided direct service to and advocated for young men and women in jeopardy of being placed in DOC or residential facilities. Developed action plans, allowing youth's release to a parent/guardian with community support. Servant leadership (e.g., Indianapolis Kwanzaa Committee and Indianapolis Urban League's The Exchange Young Professional Group).

Key Contributions to Board: Marketing, parent advocacy and engagement, and community engagement. Will serve on the Facilities and Development Committees.

- **Dan Levine**, IT Vendor Manager, Herff Jones: Seasoned executive (Office Depot, Thomson, Cummins, and Finishmaster) with 25+ years in the purchasing industry. Extensive background in strategic and tactical planning, project management and budgeting (retail, manufacturing, construction, real estate, HR, and IT). Serves on Board of Lilly Boys and Girls Club of Indy and the Indiana Addictions Issues Coalition.

Key Contributions to Board: Will bring expertise in HR and board governance to the Board of Directors and will serve on the Finance, Development and Facilities Committees.

- **Damon Martin**, Director of Talent Management Strategy, One America, responsible for transforming the organization's ability to attract and retain in-demand talent through transforming, people, processes, and technology. Previously spent nine years with IU Health and held several other leadership roles within financial services orgs (banking, brokerage, and financial sales). Supports community (VP of Circle City Frontiers; Board Officer for EmployIndy; member of Hispanic Business Council). MBA and Green Belt certification (an industry recognized certification for professionals who are well versed in Lean Six Sigma Methodology).

Key Contributions to Board: Leadership, financial and business management, and nonprofit governance. Will serve as the founding Treasurer and lead the Finance Committee.

- **Juan Pablo Roman-Lagunas**, Partner, Roman-Lagunas & Wheeler, LLC (multi-faceted, multi-lawyers, full-service law firm representing businesses and individuals. He averages 75 hours annually of pro-bono work, as advocate for underprivileged. B.A. in International Relations, Spanish, and Communications from Purdue and J.D. from Valparaiso University.

Key Contributions to Board: Fund development and legal and regulatory compliance. Will serve as founding Vice-Chair and as member of the Governance Committee.

- **Tonya Taylor**, Director of Special Education, Purdue Polytechnic High School. Extensive SpEd background in education, administration and teaching (MSWT, Zionsville, and Goodwill Education Initiatives). At Purdue Polytech HS, she oversees SpEd, EL, and Title I grant applications; ensures required services implemented; advises school leaders on specific legal procedures, regulations, legislation, and programs to guide staff.

Key Contributions to Board: Special education regulation compliance, curriculum, instruction, assessment, and performance management. Will serve as member of the Academic Achievement Committee.

**School Administrative Team:** (p19 of Charter Application) → Executive Director will be supported in Year 1 by a Dean of Curriculum and Instruction (DCI); Office Manager, and Director of Community Engagement (DCI oversees creation & implementation of the school's academic program Grades 5-6 (Lower Academy). A second DCI will be added in Year 5 for the Upper Academy (Grades 7-8). Will hire a Director of Operations in Year 3. Leadership team will support teachers, office staff and support staff.

- **Replicate/Expand ONLY:** Evidence of Prior Success--IDOE APR/Compass Data: **Not Applicable, No EMO/CMO**



### 3. Charter School Goals:

0	1-3	4-6	7-9
No description provided or cited.	Description is partial, vague, or unclear. Inadequately addresses academic outcomes of students in a measurable format or include achievement data. Community communication plan is vague or not present.	Goals to address academic needs are described and connections are made to student outcomes. Methods for measuring success towards goals are mentioned but may be unclear. Student achievement data is referenced. A community communication plan is outlined to describe school goals.	Specific, measurable goals are clearly described and how academic outcomes of all students will be addressed and the measurement of progress towards goals is articulated. Student achievement data from state content assessment is included and incorporated into the explanation. A communication plan that has been well-thought out and includes multiple avenues to reach all stakeholders has been articulated with specificity.

Comments: **SCORE 8**

- 3-5 SMART Goals/Measurement Methods:

Pages 39-40 of Charter Application → 43-44. (Highlighting depicts goals featured on p 29 of the CSP Proposal)

#### Academic Performance

Goal 1: Students will demonstrate growth in both reading and mathematics. Measurement: In a cohort analysis of longitudinal growth, students, on average, will have a minimum of five percentiles of growth per year in ELA and Math on the NWEA MAP until the average percentile score reaches 75%.

Goal 2: All students will reach or exceed grade level proficiency in ELA and Math by end of 8<sup>th</sup> grade. Measurement: In a cohort analysis of student grade level proficiency, all students will, at minimum, meet grade level proficiency in ELA and Math on the NWEA MAP.

#### Attendance

Goal 3: Vanguard Collegiate of Indianapolis will have high rates of daily attendance. Measurement: School-wide daily attendance average will be 95%.

#### Family Satisfaction

Goal 4: Parents will demonstrate satisfaction with the academic program and communication. Measurement: As reported by an annual survey, average parent satisfaction with the school's academic program and family communication will be 80% or higher.

#### Staff Satisfaction

Goal 5: Staff demonstrates satisfaction with the academic program and professional environment at VGC. Measurement: As reported by an annual survey, average staff satisfaction with the school's academic program and professional environment will be 80% or higher.

#### HS and College Graduation

Goal 6: Students demonstrate high school and college readiness. Measurement: 90% of students graduate from high school (as defined by the State's four-year graduation rate). Measurement: 90% of students who attend two years or more will enroll in post-secondary institutions or are employed within five months of graduation (includes military service)

- State Achievement Data/State Content Assessment Included in Goals:

Applicant did not specifically identify State achievement test measure within its proposal goals. The inclusion of this goal (if this proposal is funded) should be an easy fix, based on the following narrative within their Charter Application, p 44.

Applicant specifies that "ILEARN and End-Of Course assessments will be used to compare students' results to those in other schools, district, and across the state. ILEARN and ECA will be administered in accordance with timelines and guidelines set by IDOE." Vanguard Collegiate "will fully administer ILEARN assessment including the ELA, Math, Science and Social Studies tests using the Applied Skills and Multiple Choice assessments for the appropriate students. Data will be used to inform long-term instructional planning."

- *Communication Plan/Stakeholder Awareness of Goals via Multiple Avenues: p 31 of Proposal*

Believing that parent trust is a prerequisite for student achievement; families will be genuine partners in the academic, behavior, and life success of students. Before school begins, VG will meet with every family individually to explain expectations for students, families and staffing – as well as to get to know the family and child. The school will conduct In-Home Conferences and Family Orientations, send home weekly Paycheck Reports, and hold Trimester Conference Nights. Parents will receive monthly Newsletter, attend Family Nights and have regular communication from the school (email and phone), including coffee gatherings hosted by the Executive Director. School will hold an annual Open House where VGC shares academic results with families, both to celebrate student achievement and outline areas of improvement.

P 42 of Charter Application (*excerpts* from Figure 14: Parent Involvement Plan, specific to student performance).

- Annual (March-July): In-Home Conferences for new families to review school's mission, expectations, review the school contract and complete a student self-efficacy assessment
- Family Orientation (July) includes topics such as school uniform, transportation, homework expectations, the school's academic program.
- Paychecks (weekly) are electronic reports on scholars' individual academic progress and behavior.
- Trimester Conference Nights (end of each Trimester) provide parents a hard copy report card detailing grades and performance; parent/s meet with each teacher to discuss student's performance.

#### 4. Use of CSP Funding:

0	1-2	3-4	5-6
No description provided or cited.	Budget Narrative is partial, vague, or unclear. Few costs are reasonable or necessary. Explanation of how school will develop and maintain required capacity to continue program after grant life is inappropriate, not measurable, or not adequate. Ideas are disjointed.	Budget narrative addresses most line items and shows connection between the grant goals and the proposed expenditures. Many costs are reasonable but may not be allocable or necessary to reach project goals. Explanation of the program beyond the life of the grant is present but does not make clear how it will be maintained at a high quality level.	Budget narrative addresses each line item and demonstrates alignment between grant goals and expenditures. Nearly all costs are reasonable, allocable, and necessary to support project goals. A plan for continuing the program at a high quality level beyond the life of the grant is clearly articulated.

Comments: **SCORE 4**

Page p 31 or Proposal – and **attached Budget**

- **Overall Budget Request = \$899,112 → over a 42-month period**

- Planning (now through July 2018): \$200,000
- Year 1 Implementation (SY 2018-19) Serving Grades 5-6: \$297,600
- Year 2 Implementation (SY 2019-20) Serving Grades 5-7: \$281,712
- Year 3 Implementation (SY 2020-21) Serving Grades 5-8: \$119,800

CSP funds are request in the areas of Personnel/Benefits (50%); Travel/PD (8%); Property/Equipment (12%); Contractual Services, i.e., SpEd, EL, and Academic Support Services (9%); and Facilities/Transportation (22%).

- **Planning Year Budget Worksheet:** \$50K budgeted for Transportation; and \$150K for Facilities acquisitions and renovation. **Neither of these proposed costs is explained/sufficiently detailed within the Budget Narrative.**
  - In Section 10 of the CSP proposal, applicant notes that transportation will not be provided in the absence of the CSP grant. Since CSP transportation funds (at \$50K) are *only budgeted in the Planning period*, the reviewer speculates that the monies will be used to purchase a bus or two. The applicant, however, has not specified how the \$50K will be used.
  - Likewise, Section 10 of the CSP proposal explains that the school site has not, yet, been finalized. The must anticipate costs aligned to facilities acquisition/renovation (since VGC has budgeted



\$150K for this purpose). However, *how* these funds will be used has not been specified in either the proposal, or the Planning Budget narrative.

○ **Year 1 Budget Worksheet:**

- Travel: \$14K (14 staff @ \$1K each), site visit to NY to observe three top performing schools and participate in PD.
- Property/Equipment (\$25K in Overall Year 1 Budget): \$10K for Nexus (virtual learning center with crowd-sourced knowledge based archived collaborative sessions that will allow VG to build and curate their own content); and \$X (reviewer assumes it's the balance of \$15K) for Achieve3000 digital, supplemental literacy program to differentiate content to build student fluency, vocabulary
- Contractual (\$40K in Overall Year 1 Budget): \$20K for Crossroads Education (to provide Nexus Learning Lab and related support; and \$20K for Marian University to provide ongoing special education support (e.g., development of compliance policies and procedures; staffing support and PD; IEP and ILP ongoing support)
- Personnel/Benefits (\$178,000 Personnel/\$40,600 Fringe in Overall Year 1 Budget): *Three full-time positions (TBD) identified:* While the roles are specified, the individual (projected) salaries/benefits have not been provided by applicant.
  - Dean of Culture (oversee positive school culture, safe school environments, character education, and discipline). Funded via CSP for ONE YEAR ONLY
  - Director of Operations (oversee school operations, e.g., facilities, scheduling, vendor relationships, and school finances). Funded via CSP for ONE YEAR ONLY
  - Student Supports Coordinator (Oversee school special ed, EL, gifted, and all student support-related activities, reporting and compliance). Funded via CSP for Year 1 and Year 2 ONLY

○ **Year 2 Budget Worksheet:**

- Travel: \$21K (21 staff @ \$1K each), site visit to NY to observe three top performing schools and participate in PD
- Property/Equipment (\$80K in Overall Year 2 Budget): \$40K for Nexus (virtual learning center with crowd-sourced knowledge based archived collaborative sessions that will allow VG to build and curate their own content); and \$X (reviewer assumes the balance of \$40K) for Achieve3000 digital, supplemental literacy program to differentiate content to build student fluency, vocabulary.

Applicant does not explain why costs for same initiatives increased from \$25K in Year 1 to \$80K in Year 2. (Reviewer assumes that since this is the last year CSP monies are budgeted for these expenditures, increased costs are aligned to VGC's annual addition of grade levels and their anticipated increases in enrollment for all grades served.)

- Contractual (\$40K in Overall Year 2 Budget): \$20K for Crossroads Education (to provide Nexus Learning Lab and related support; and \$20K for Marian University to provide ongoing special education support (e.g., development of compliance policies and procedures; staffing support and PD; IEP and ILP ongoing support). Same costs as Year 1. CSP funding for these expenses are no longer requested by Year 3.
- Personnel/Benefits (\$123,000 Personnel/\$17,712 Fringe in Overall Year 2 Budget):

*Two full-time positions (TBD) identified:* While the roles are specified, individual (projected) salaries/benefits are not provided by applicant.

- Dean of Curriculum & Instruction (Lead curriculum and assessment development, oversee teacher development, and support & oversee teachers). Funded via CSP in Year 2 and Year 3
- Student Supports Coordinator (Oversee school's special ed, EL, gifted, and all student support-related activities, reporting and compliance). Funded via CSP for Year 1 and Year 2 ONLY

- **Year 3 Budget Worksheet**

- Travel: \$34K (34 staff @ \$1K each), site visit to NY to observe three top performing schools and participate in PD
- Personnel/Benefits (\$75,000 Personnel/\$10,800 Fringe in Overall Year 3 Budget): *One full-time position (TBD) identified:* Individual (projected) salary/benefits not provided by applicant on the Year 3 Budget Worksheet.
- Dean of Curriculum & Instruction (Lead curriculum and assessment development, oversee teacher development, support and oversee teachers). Funded via CSP in Year 2 and Year 3

(1) *Budget narrative addresses each line item/demonstrates alignment between grant goals and expenditures:*

Solid correlation exists between grant goals and expenditures in most funding categories, however anticipated budget detail was missing or not sufficiently justified in several instances.

(2) *Costs are reasonable, allocable and necessary to support project goals:*

In general, costs appear reasonable, allocable and necessary to support project initiatives. The most glaring lack of detail/justification appears in the Planning Budget Worksheet, under “Other.” The \$200,000 budgeted here represents all funding requested via CSP for the planning period. The applicant provides no specific information as to how those dollars will be used.

(3) *Sustainability: Capacity to continue implementation and operation in a HQ manner after grant expires:* p.32 of Proposal

Vanguard’s 5-year budget was prepared using conservative revenue and expense assumptions, as possible, with professional consultation from charter school budgeting and finance experts. Each FY, the budget reflects a positive operating income and a growing fund balance to provide the school the opportunity to absorb unforeseen financial circumstances. By the fifth year of operations, fund balance will be equivalent to over three months of operating cash.

**Most costs within in Vanguard’s CSP budget reflect expediting expenses they would otherwise have incurred in later years (i.e., Hiring the Dean of Culture in Year 1 of the school, as opposed to Year 1).** Within its own 5-year budget, VG has planned for an ample projected fund balance to absorb the impact of potential revenue shortfall. Fund balance is projected to be 8% after Year 1, or the equivalent of 1 month of operating cash on hand.

## 5. School Governance Plan and Administrative Relationships:

0	1	2	3

No description provided or cited.	The school governance structure description, school staff connections, and existing relationships with EMOs and CMOs explanation is partial, vague, or unclear. Information regarding school operations, charter school leader's decision making process, and staff cohesiveness is not evident, measurable, or adequate. Relationship between charter school leadership, governing board, and/or authorizer is poorly described. No plan for how timely and accurate data will be submitted. Ideas are disjointed.	The governance structure of the school is described but school staff connections and existing relationships with EMOs or CMOs are not adequately explained. A description of school operations, charter school leaders' decision making process, and staff cohesiveness is present. School board member recruitment process and board governance training are vaguely described. Relationship description between charter school leadership, governing board, and/or authorizers is described but lacks ability to demonstrate lack of conflict of interest. Data submission plan described.	The governance structure of the school is clearly described, articulating connections between school staff, any existing partnerships with EMOs or CMOs are clearly defined. School operations and charter school leaders' decision making process, as well as staff cohesiveness are explained with specificity. The school board member recruitment process is methodically described. Appropriate evidence of a governance training for board members is presented. Relationship description between charter school leadership, governing board, and/or authorizers is clearly described and demonstrates no conflict of interest. Data submission plan described and demonstrates ability to submit timely and accurate data.
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Comments: **SCORE 3**

Page 33 of Proposal

- *Governance Structure Clearly Described (staff/partnerships/EMO/CMO):*

Starting two+ years ago (October 2016), Mr. Marshall (founder) began assembling the Founding Team. Since December, 2016, that team has met monthly, engaged in extensive community outreach and contributed to and reviewed the charter application. Founding Board members/contributions have previously been detailed by reviewer in Section 2 (Expertise of Charter School Developers).

- These individuals serve as the school's governing body (overseeing fulfillment of school's mission and its promises to the authorizer and community in general – and to their students and families).
- Board will ensure school is held accountable to its mission, including faithfulness to the charter, academic success, organizational health, financial viability, and regulatory compliance. It will set and approve policies including fiscal, personnel, and school policies that will, in turn, be executed and upheld by management.
- Board will hold regular monthly meetings including a standard monthly meeting, an annual meeting, special meetings, and, as necessary, emergency meetings. Board will maintain an odd number of members for voting purposes.
- Executive Director (Marshall) will manage daily school operations.
- Board elected a Chair, Vice-Chair, Treasurer and Secretary. Individual roles are very well-defined on p 10→14 of Charter Application.
- Standing board committees include: Governance, Finance, Academic Achievement, and Development. Each committee formally reports to the entire body at the Board's monthly meetings. The responsibilities of each standing committee are well-defined on p 11→15.
- School Administrative Team (p 15 of Charter Application→19): Executive Director will be supported in Year 1 by an administrative team: Dean of Curriculum and Instruction (DCI); Office Manager, and Director of Community Engagement. The DCI's primary focus is the creation and implementation of the school's academic program in grades 5-6 (Lower Academy); a second DCI will be added in Year 5 of operation to oversee the academic program for grades 7-8 (Upper Academy). **Note: The availability of CSP funding would allow VG to accelerate the hiring plan detailed within its charter application.** School leadership (including the addition of a Director of Operations) will support a team of teachers, office staff, and support staff.

The process for recruitment of leadership team members and teaching staff began in fall 2017. VG has built a relationship with Indianapolis Teach for America and intends to pursue a formal placement school partnership in November 2017. VG will also build relationships with schools of education (IUPUI, Marian, U of I), as well as with the Indiana Professional Educators. Will also recruit teachers from Historically Black Colleges and

Universities. VG will pursue candidates that are non-traditional, coming from corporate positions into the teaching profession. Recruitment Activities and Timelines for job postings, career fairs, and strategic partnerships shown in Figure 4, p 15 (p19) of the Charter Application.

- *Leader's Decision Making Process/Staff Cohesiveness: p 15➔19 of Charter Application:*

The Executive Director will assume operational responsibilities, including but not limited to, staffing, finances, facility, scheduling, project management, vendor management, and supervision. A Director of Operations will be hired (Year 3) to support these operational responsibilities.

Page 116, Exhibit D Decision Making Authority (Charter Application) shows the explicit roles/responsibilities of the Board and Management in the areas of Performance Goals, Curriculum, PD, Student Assessments, Data Management, Grade Level Promotion, Culture, Budget/Finance/Accounting, Student Recruitment, School Staff (Recruitment/Hiring), HR Services, Development, Community Relations, and IT.

- *School Board Member Recruitment Process (current & prospective): p 35 of Proposal*

Founding Board established. Board will build and maintain members with as many areas of expertise as needed to govern effectively. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, and then by two-thirds vote of the seated Directors. A director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

- *Governance Training for Board Members: p 36 of Proposal*

Board will work with EdFit (nonprofit) and participate in the EdFit Leadership Series – an in-depth training around how to be an effective Board Member for Charter organizations/elected School Boards, Fundraising/Fund Development, and how to effectively advocate and articulate Education Reform to the local community. Members participate in a 4-session development and training program via EdFit.

On Feb 3, 2018, Building Excellent Schools' (BES) staff will facilitate a Committee Action Planning Meeting (a full-day retreat) where focus is the establishment of Board Committees, design, codification and alignment of goals to the strategic plan; and to formalize the board's annual calendar.

Board will also participate in trainings as recommended by the ICS Board (authorizer) and/or identified by the Executive Committee from resources such as IYI, ICSN, and Board on Track.

- *Relationships Described (among school staff/governing board, and/or authorizer with EMO/CMO). No conflict of interest: Not Applicable. No EMO/CMO*
- *Plan/ability to submit timely & accurate data: p 37 of Proposal*

VGC has contractual arrangements with Marian University and is working to secure another agency to assist in data collection, compliance, and reporting. The Board will receive a timeline mapping all deadlines for the calendar year, with progress reported regularly. Will use a school management system to ensure operations and reporting are completed accurately and on a timely basis.

## 6. Student Recruitment and Admissions Process:

0	1	2	3
No description provided or cited.	Student Recruitment plan description is partial, vague, or unclear. No evidence to show compliance with Indiana code 20-24-5 is offered. Public lottery process is poorly described or not present.	Student recruitment plan is described and evidence of compliance with Indiana code 20-24-5 is offered but may not be complete. Public lottery process is described.	Student recruitment plan is clearly articulated and evidence of compliance with Indiana code 20-24-5 is presented. An appropriate public lottery process is clearly described.

Comments: **SCORE 3**

Page 38 of Proposal (and page 39-40 of Charter Application)

- Student Recruitment Plan Clearly Articulated/Evidence of Compliance with IC 20-24-5:*

VG committed to recruiting students in their targeted 46222 zip code. All recruitment materials accessible to families (both in English and Spanish). Recruitment strategy annually implemented beginning in November of the preceding school year. VG hopes to recruit double enrollment goal, totaling 120 fifth graders and 120 sixth graders beginning immediately upon authorization, through a wide range of strategies.

- Although process begins in November, VG has been speaking with over 100 families, where 40 sought intent to enroll forms (prior to VG's charter authorization).
- VG will develop and distribute a simple application that only requires info which is necessary to conduct an open and transparent lottery.
- Paid and earned media advertisement (newspaper, radio, TV);
- Collaboration with community partners (social service, religious, and civic organizations and businesses)
- Information sessions held in Haughville (high-need area in zip code 46222)
- Execution of a community immersion (door-to-door canvassing in densely populated residential neighborhoods and heavily trafficked commercial areas); and
- Use of third-party mail house to distribute applications.

VGC will abide by all State and federal non-discrimination laws – consistent in their enrollment policy, admission requirements, scheduled application period, admission lottery procedures, student waitlists, student withdrawals, student re-enrollment, and student transfers (outlined in Attachment 7 of Charter Application).

- Appropriate Public Lottery Process Clearly Described: p 39 if Proposal*

Evidence of adherence to IC 20-24-5-52 (should the number of applicants exceed the number of available seats)

- All students who have submitted formal application prior to the established deadline will be allowed to enter the lottery.
- All students drawn in public lottery will receive an offer for a seat in the school until all available entry grade seats are filled.
- Students drawn after all seats are filled will be added to an ordered wait list and will come off the wait list once seats become available, in the order they are listed.
- Applicants that have enrolled siblings will be entered into a separate lottery by grade and drawn before non-sibling applicants for that grade. Sibling preference is designed to ensure that all students within a family are able to, if desired, attend the same school.
- Lottery will be conducted within two weeks of the established application deadline.
- Preference in the lottery will be given to students currently attending VGC and siblings of students currently attending VGC.

## 7. Meet the Needs of Educationally Disadvantaged Students

0	1-2	3-4	5-6
No description provided or cited.	Proposal offers partial, vague, or unclear explanation of how school will complete with state and federal law to deliver services to students with disabilities, English learners, homeless students, and neglected and delinquent students. Explanation does not seem appropriate, measurable, or adequate.	Proposal presents explanation that may be somewhat unclear to describe how school will comply with state and federal law to deliver appropriate services to students with disabilities, low-income students, English learners, homeless students, and neglected and delinquent students. Explanation is generally, but not fully, appropriate, measurable, or adequate.	The proposal demonstrates how the school will comply with state and federal law to deliver appropriate services to students with disabilities, low-income students, English learners, homeless students, and neglected and delinquent students. Specific evidence to support the above mentioned areas is present.

Comments: **SCORE 5** Exceptional evidence provided overall, but homeless and N/D not directly addressed

Pages 35-39 of Charter Application

- *Students with Disabilities:*
  - VGC will comply with federal IDEA and Indiana regulations by monitoring its special education program with fidelity. As necessary, will ensure each student receives FAPE—in compliance with requirements of ADA, the IDEA, and Section 504 of the Rehabilitation Act.
  - Upon enrollment, VGC will meet with each family to ascertain existence of IEP. Executive Director and Student Supports Coordinator will oversee this process—working alongside general ed teachers to ensure all students' needs are met.
  - Student Supports Coordinator will be a trained and certified as special educator and ESL instructor.
  - RTI (multi-tiered approach) for the early identification and support of students with learning and behavior needs is used by school. Process begins with high quality instruction/universal screening of *all* children in general ed classroom. Students are provided with interventions at increasing levels of intensity to support their unique needs, i.e., Tier 2 and Tier 3. Applicant fully describes their RTI process within the Charter Application.
  - If RTI interventions are not successful, school will conduct testing (by appropriately licensed staff member or external special education consultant). An eligibility meeting reconvened with parents/guardians, the Student Support Coordinator, student's teacher, the Executive Director and other appropriate staff to decide student's eligibility for special education services.
  - If eligible, IEP developed and reviewed at least annually – with each student re-evaluated at least every three years.
  - VG will immediately evaluate and identify any students protected under Section 504. Special Education teacher serves as the Section 504 coordinator.
  - VGC will ensure full inclusion approach, as possible, ensuring LRE provisions.
- *Low-Income Students:*
  - Robust supports include small group instruction, blended learning, tutoring and differentiated instruction.
  - RTI (multi-tiered approach) for the early identification and support of students with learning and behavior needs is used by school. Process begins with high quality instruction/universal screening of all children in general ed classroom. Students are provided with interventions at increasing levels of intensity to support their unique needs
  - Students performing below grade level (via placement on NWEA MAP, ISTEP, interim assessments, and teacher-created assessments) will receive additional support during daily Reading and Math Power Hours (small group instruction to identified students in their targeted areas of need).
  - End-of-day tutoring time to support and remediate students performing below grade level.
- *EL:*
  - Will ensure compliance with Federal laws and regulations relevant to EL students under Title IV of Civil Right Act, and the EEO Act.
  - Will provide EL students with the instruction necessary for them to acquire and master English academic language



- skills – and hold them to the same academic and behavioral expectations as all students.
- Sheltered English Immersion Model (SEI) will be used by core academic teachers and staff appropriately certified and licensed to support ELs and school leadership.
- Per IDOE, VGC will identify students as potential ELLs (via Home Language Survey); Assess their need for EL services (WIDE-ACCESS Placement Test); Develop a program which, in the view of experts, has a reasonable chance for success (SEI); Ensure necessary staff, curricular materials, and facilities are in place and used properly (IEP); Develop appropriate evaluation standards; and Assess the success of the program and modify as needed.
- Executive Director and designated support staff (including Student Supports Coordinator), will meet with each child's family to deliver in writing and to review (in parent's preferred language), the child's assessment results; an explanation of child's designation; a description of program placement & method of instruction; plan to meet the child's needs; requirements for exiting program; and parent's right to waive ELL services.
- Homeless:** While support is embedded in schoolwide RTI, Power Hour and after school tutoring strategies, applicant does not specifically address this population in its CSP proposal or charter application.
- N/D:** While support is embedded in schoolwide RTI, Power Hour and after school tutoring strategies, applicant does not specifically address this population in its CSP proposal or charter application.

## 8. Community Outreach Activities:

0	1	2	3
No description provided or cited.	Evidence of parent, student, and community involvement in the planning and design of the charter school is partial, vague, or unclear.	Evidence of parent, student, and community involvement in the planning and design of the charter school is offered but does not seem fully appropriate.	Clear evidence of the involvement of parents, students, and community in the planning and design of the charter school is presented.

Comments: **SCORE 3**

Pages 42-45 of Charter Application

- Parents, Students & Community Involved in Planning/Design:*

VG's work was driven by a desire to not only garner genuine support from the communities they wish to serve, but to holistically understand its needs and incorporate solutions to them in the design of Vanguard Collegiate. VGC anticipates sufficient demand because --

- The lack of middle school options in the area
- Their college-prep model (including small group instruction, extended time for literacy and math, and focus on community service) is attractive to parents in the area.

VG has canvassed the Haughville community and residents have expressed interest and support of the school model – both verbally and in petition form.

**Attachment 9, Evidence of Demand** (p 183 of Charter Application):

Applicant's Charter Application explicitly demonstrates its evidence of demand from the community, evidence of community engagement, and evidence of support from community partners across a *2-year planning process* (started in August 2016). Applicant provides:

- Documentation of **public forums held** (approximately 32), e.g., 100 Black Men of Indianapolis, Hawthorne Neighborhood Association, Indianapolis Urban League, United Way of Central Indiana/Christamore House, VGC Community Canvassing; VGC Parent Information Sessions (listed by Name, Organization, and date/s of event/s)
- Meetings** (approximately 50) **with community leaders**, e.g., mayors, council members, neighborhood leaders (listed by Name, Organization, and date of event)
- 26 Letters of Support** submitted by local leaders and businesses
- Specific **resources to be committed** or contributed from **partners** (Christamore House, Bloom Project, Big Brothers Big Sisters of Central Indianapolis, Adult&child Health, and EdFit)

- A detailed plan to accomplish successful community engagement during the school's pre-opening period and leading into the school's first year.

## 9. Fiscal Management Plan:

0	1-2	3-4	5-6
No description provided or cited.	A plan or process for maintaining internal controls over expenditures and record maintenance is partial, vague, or unclear. Explanation for charter school leadership responsibility for grant does not seem appropriate or adequate. Minimal or disjointed explanation for how state and federal funds will support school operations and student achievement is offered.	A plan or process for maintaining internal controls over expenditures and record maintenance is generally described. The grant management process is described. Charter school leaders are mentioned as responsible for the grant but explanation does not seem fully adequate. A description for how other state and federal funds will support school operations and student achievement is described but not fully adequate.	A plan or process for maintaining internal controls over expenditures and record maintenance is clearly articulated. The grant management process is clearly defined. Charter school leaders are demonstrated to be responsible for all aspects of the grants and not the CMO/EMO. A sufficient description for how other state and federal funds will support school operations and student achievement is provided.

Comments: **SCORE 6**

Pages 53-54 of Charter Application

- *Internal Controls/Record Maintenance:*

- Will develop internal financial management systems that adhere to Generally Accepted Accounting Principles (GAPP), use the accrual-basis method of accounting, and follow all relevant policies as required under Indiana statute by the SBA. All systems will be timely, executed with fidelity, and will produce accurate information.
- Accounting system will be designed to collect, store, manage, process, retrieve and report its financial data so it can be used by accountants, consultants, business analysts, managers, auditors, and regulatory and tax agencies. Info reported will be used to measure overall financial health and stability, cash flows, and inform decisions, e.g., purchasing, accountability, and budgeting.
- Board is responsible for approval of the operating budget. Executive Director is responsible for oversight and management of the budget. Board must approve purchases exceeding \$10K. While Executive Director reviews all proposals and makes recommendations to the Board, the Board is responsible for contractor selection.
- Independent, third-party back-office service provider will execute the payroll process, e.g., related tax, retirement, and other disbursements. (RFPs for this service began immediately upon authorization.)
- Third-party CPR firm will annually audit the organization's financials. Process includes, minimally: Interview with firm to explore scope of work; commitment; contribution circumstances that may impact work; and Potential conflicts of interests. VGC responsible for completing trend analysis and assessments of internal controls, risk, and financial statements. Results will guide subsequent audit and they will be presented to the Board. Board will make recommended resolutions to Executive Director (corrective action plan required, if significant concerns are found).
- The audit and plan are submitted to ICSB (authorizer) by established deadlines.
- Internal Control systems will protect VGC against fiscal fraud and error (e.g., segregation of duties, ensuring different individuals prepare, sign and record all financial details and payments, i.e., all necessary checks and balances. Revenues and expenditures will be accurate.
- Applicant details procedures for: Document Control; Records Retention; Processing Controls; Reconciliation Controls; Security of Financial Data; and Risk Assessment.

- *Demonstration that Charter School Leaders Responsible for All Aspects of CSP Grant (not EMO/CMO):* p 41 Proposal

- The Executive Director will manage, track and report on this CSP grant.
- The budget and decisions within the grant were created by the Executive Director and vetted by the Board of Directors.
- Items purchased with grant funds will be tracked in its own respective grant tracker, as are all grants awarded

<ul style="list-style-type: none"> <li>to Vanguard Collegiate.</li> <li>The Finance Committee of the Board will receive monthly reports, which they will incorporate into their report to the entire body (monthly).</li> <li>Vanguard Collegiate will adhere to all timelines, deadlines, and reporting processes required by this grant.</li> </ul> <ul style="list-style-type: none"> <li><i>Describes How Other State/Federal Funds Support Operations/Achievement: p 42 of Proposal</i> <ul style="list-style-type: none"> <li>VG's (own) 5-year budget developed so that by its fifth year of operations, fund balance is equivalent to over three months of operating cash.</li> <li>The main per pupil assumption for basic funded used was \$5,353 per student.</li> <li>Assumption also included for the Charter &amp; Innovation Grant of \$500 per student for the first two years – with understanding that continued eligibility is predicated on receiving an A, B or C grade.</li> <li>Conservative assumptions made regarding per pupil amount for Complexity Grant funding.</li> <li>VGC has also considered allocations for students with disabilities.</li> <li>They have budgeted for Title I and Title II allocations (tied to assumption of qualifying students on F/R lunch).</li> <li>Anticipate IDEA per-pupil funding</li> <li>E-Rate reimbursement of telecommunication services at 80%</li> <li>Vanguard has planned also for NSLP revenues (lunch, breakfast &amp; snack)</li> </ul> </li> </ul>
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## 10. Facilities:

0	1	2	3
No description provided or cited.	A vague or unclear school facility plan is presented, and does not incorporate student enrollment's impact on facility needs. Transportation plan is mentioned but does not seem appropriate or adequate.	A generally appropriate school facility plan is presented, mentioned student enrollment and an adequate explanation of how student enrollment impacts facility needs. A transportation plan is described but may or may not be appropriate for student needs.	An appropriate and thorough school facility plan is presented, including how student enrollment impacts facility needs. A transportation plan appropriate for the school's student needs is presented. If transportation is not aligned with the needs of the school, this should be explained.
Comments: <b>SCORE 2 ...</b> <ul style="list-style-type: none"> <li><i>Facilities Plan Presented (including how enrollment impacts facility needs): p. 43 of Proposal and page 51 of Charter Application</i> <ul style="list-style-type: none"> <li>A new middle school to serve grades 5-8 with a capacity of 480 students is sought.</li> <li>Vanguard has engaged the <b>Illinois Facility Foundation (IFF)</b>, a non-profit with substantial experience assisting not-for-profit corporations in planning, construction, rehabilitating, financing, and assessing facilities.</li> <li>IFF has completed a demographic analysis of the potential neighborhoods where VGC seeks to locate and an assessment of the impact the development of a new school would have on the gap in quality school services for students in each potential neighborhood. Their analysis includes financial pro forma and development budgets and space planning. The final site search and due diligence will include facility assessments, cost estimates, and lease negotiations.</li> <li>P 43 of Proposal: Although VGC has not secured a facility, they have <b>identified three sites within the desired location that meet programmatic, square footage, and access needs.</b> "Preliminary results are outlined below." <b>These results are not in the proposal, but ARE presented in the Charter Application, p 51:</b> <ul style="list-style-type: none"> <li>2625 Lafayette Road. Northwest of downtown, within Eagledale (Marian University) neighborhood. Residential makeup described and potential numbers of students.</li> <li>1941 W. St. Clair Street, same information provided for this site.</li> </ul> </li> <li>P. 43 of Proposal: <b>VGC currently has a Letter of Intent on a facility within target community of 46222.</b> <b>(Applicant does not specific this site ... or the potential work needed to ensure the facility is safe, secure and</b></li> </ul> </li> </ul>			

sustainable.)

- P. 52 of Charter Application provides Facilities Timeline (from December 2016 through June 2018). Within that timeline, applicant anticipated that by
  - January 2018 they would execute lease; Close loan with project lender (if loan is necessary).
  - By Feb-May 2018, applicant anticipated “project construction on tenant and site improvements: Furniture, fixtures, and equipment selection and procurement.”
  - By June 2018: obtain Certificate of Occupancy; Staff & Furniture Move-In.
  - August 2018: School Starts.

CSP Planning Budget has allocated \$150K for “facilities acquisition and renovations.” No information beyond that statement has been provided by applicant within this proposal.

P 53 of Charter Application: Lead Founder/**Executive Director has managed facilities**, including but not limited to a 42-acre park with a family center and aquatics center, plus a more than 20,000 square foot youth facility. In each role he:

- **Earned a food safety license** from the Marion County Health Department and successfully completed multiple food safety inspections.
  - Has a track record of success in **passing all Occupational Safety and Health Administration and Fire Marshall Inspections.**
  - Has been part of both a leadership team and a board that **completed structural renovations** within all financial parameters and timelines and in compliance with all statutory requirements.
  - Applicant’s Charter specifies that “as a public school, the **facility will meet all ADA and safety requirements.**”
- *Transportation Plan: p 44 of Proposal*

Charter Application did not anticipate providing student transportation, as it was an expense that Vanguard Collegiate could not afford in Year 1. As they have moved to convert families from “intent to enroll” to “fully enrolled,” VGC is discovering a larger need for transportation. While many interested families are from within the 46222 zip code, scholars from neighboring communities are anticipated. Transportation will only be provided if awarded the CSP grant.

**FYI: \$50K is budgeted for transportation in the Planning Budget (only). Applicant has not specified how this money will be used. Nor has that proposed cost been described in this proposal section.**

## 11. Signed Charter School Assurances:

0	6
No signed assurances provided that the authorizer, charter school developer, staff, and management organizations will fully comply with the stated activities within the sub grant and employ appropriate internal controls to manage the grant.	Signed assurances are provided that the authorizer, charter school developer, staff, and management organizations will fully comply with the stated activities within the sub grant and employ appropriate internal controls to manage the grant.
Comments: <b>SCORE 6</b>  The applicant has attached documents providing appropriately signed copies of the <b>Assurances</b> (See attachment labeled “Doc. Jan 31, 2018), as well as the signature page for the <b>Authorizer</b> (See attachment labeled “Charter School Board Contact Info”)	

**Vanguard Collegiate (Grades 5-8).**  
**New School; opens August 1, 2018**

**Total Points (Out of 57):** 52

**Competitive Preference Points (+ Up to 3):** 3

**Total Score (Out of 57):** 55

**Peer Reviewer Comments**

- Proposal is within required page limitations, therefore no point reductions
- Applicant provided basic information within the proposal, and cited Charter Application pages to further support their response. Pages cited were consistently accurate. However, some confusion occurred when applicant occasionally switched from citing the page of the Charter Application (at the bottom of page) to, instead, citing the “actual” page of the document (displayed at top of screen). Easy enough for reviewer to adjust as needed.
- Since the Charter Application was frequently used as a reference citation, the reviewer was frequently reading within that document. Frankly, it was the best charter application this reviewer has seen. Exceptionally well organized, with thorough and compelling descriptions of expectations for this new school.
- Appendices items:
  - A. Charter Application – Separate Attachment
  - B. Budget – Separate Attachment
  - C. 2016 Annual Performance Report – Not applicable, as this is a NEW school
  - D. Non-Profit Status – Applicant did not specify location; Reviewer found in Charter Application, Attachment 10, page 212
  - E. Enrollment/Admissions Policy – Applicant did not specify location; Reviewer found in Charter Application, Attachment 7, page 170
  - F. EMO Contract → Not Applicable since there is no EMO/CMO
  - G. Discipline Policy – Applicant did not specify location; Reviewer found in Charter Application, Attachment 8, page 174